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ABSTRACT

The concern of educators and the general public over the decline in basic skills achievement of students nationwide has led to a national push for results-oriented instruction and educational accountability. Many states are developing tests for life-related competencies which students should master during the schooling process. States moving toward certification of competencies through testing are doing so in teams of two categories: "the basics" (school skills) and "survival skills" (life-roles). The Project Basic Office of the Maryland State Department of Education conducted a study of a group of states which intend to assess competencies beyond the basics. This paper reports the procedures used for the study, presents data collected from responding states, and poses some of the questions which the data suggest. The purposes of the study are: (1) to identify those states moving toward assessment of life-role competencies beyond the basics; (2) to describe ways in which these states are developing programs for assessment; and (3) to discuss similarities among the programs. Several appendices are included. (Author/GSK)

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A STUDY OF PROCEDURES FOR DEVELOPING AND IMPLEMENTING LIFE-RELATED MINIMAL COMPETENCY PROGRAMS IN FIFTEEN STATES

TM800 193

Maryland State Department of Education
Project Basic Office
1978

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Introduction

For the last several years, educators and the general public have expressed increasing concern over reports of widespread decline in basic skills achievement of students across the country. This concern has contributed markedly to a national push for results-oriented instruction and educational accountability. Nationwide, nearly every state is moving to identify basic-skill objectives around which instruction will be organized. Typically, these objectives are stated in terms of life-related competencies which students ought to master during the schooling process. Many states are developing tests for these competencies and several states plan to link mastery of competencies to the granting of the high school diploma.

The life-related competencies currently emerging in the various states can be categorized into two types. The first type is derived from the traditional school skills of reading, writing, and calculating. The second type is usually derived from life-role functions such as citizenship, parenting, and consumer activity. Competencies derived from the traditional school skills are commonly referred to as "the basics," whereas competencies derived from life-roles are often labeled "survival skills."

As might be expected, states moving toward the certification of competencies through competency testing are doing so in terms of these two categories. Roughly sixty percent of the states in the country report testing of the basics alone; while forty percent of the states indicate that in addition to the basics, competency testing of survival skills is also planned.

It is not surprising to observe a national movement toward the testing of life-related competencies of the traditional type. It has long been accepted

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that reading, writing, and calculating are the provinces of schooling. If state education agencies elect to assess those basics in competency-based, criterion-referenced formats, little more than a change in fashion or mode seems to be occurring. Where state education agencies are moving to assess life-related competencies derived from life-role function, however, a revised set of purposes for public education may be evolving.

If the assessment by a number of states of competencies beyond the basics represents a departure from the traditional province of public education, it seems important to begin to study the ways these states are moving in this direction. For it is this group of states who are the real testers of competency-based education as an educational thrust different from traditional schooling. And, as programs for the assessment of competencies beyond the basics are developed and implemented in these states, knowledge about the conditions attending the evolution of new purposes of public education may be revealed.

In light of these considerations, the Project Basic Office of the Maryland State Department of Education has conducted a study of a group of states who intend to assess competencies beyond the basics. The present paper reports the procedures used for that study, presents data collected from responding states and poses some of the questions which the data suggest. Essentially, the purpose of the study is descriptive. It is believed, however, that follow-up studies can profitably investigate many of the questions which first data generate. Hopefully such investigations will be carried out by states involved in the initial study as well as by other groups and agencies concerned with defining the purposes of public education.

Purposes of the Study

The study had three purposes:

To identify those states moving to the assessment of life-related competencies beyond the basics,

To describe ways in which these states are developing programs for assessing competencies beyond the basics,

To discuss similarities among these states' programs for assessing competencies beyond the basics.

Procedures

Six procedures were used in conducting this study. These procedures were carried out by mail and by telephone over a six month period from January 1978 through June 1978 by a principal investigator and three research assistants.

First, a preliminary survey was designed and sent to the state educational agencies of the fifty states, the District of Columbia, and the Trust Territories of the Pacific. The survey was general in nature and attempted to ascertain the present status of respondents with respect to life-related competency assessment (Appendix A). Results of the preliminary survey appear in Appendix B.

The second procedure was to identify, from among the forty-nine respondents to the preliminary survey, those states planning to assess life-related competencies beyond the basics. Fifteen of these states were identified and for convenience these states were labeled B+ states. They continued to be identified in this manner through the study and are referred to in this way in the remainder of this paper. A list of the B+ states is presented in Appendix C.

The third procedure involved the completion and return by the B+ states of a more detailed survey designed to obtain information about the ways in which these states were developing life-related competencies, assessment programs for the competencies, instructional and inservice support for the teaching of competencies and procedures for implementing competency programs (Appendix D). Prior to receiving the detailed survey, the competency assessment program director of each B+ state received a phone call indicating that the survey was being mailed and explaining its purposes. The script used for these advance notice phone calls appears in Appendix E.

The fourth procedure was to array the responses of the fifteen B+ states who completed and returned surveys. Responses were arrayed in terms of the five aspects of the survey and were shared with responding states as an interim report (Appendix F). Responses were treated anonymously in the interim report, but each B+ state was given its own identity number for the purpose of comparing its responses with those of other states.

The fifth procedure was to represent the interim report data as a series of histograms. These tables were then analyzed and patterns of responses together with possible implications of those patterns were presented as a discussion of the data.*

The sixth procedure was the distribution of the final report of the study to the B+ states and to other groups and agencies presently studying the national interest in life-related competency assessment.

*It should be noted that categories described by these histograms are not mutually exclusive. Thus a state may be responding in several categories at once. Interested readers may derive category response patterns of particular states by referring to the interim report (Appendix F).

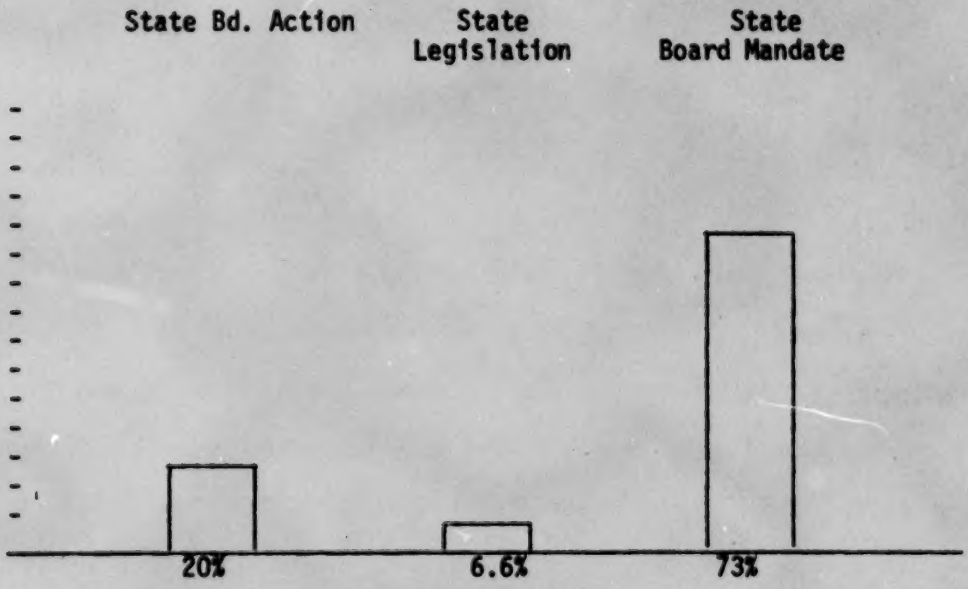
Analysis and Discussion

I. Description of B+ States Competency Assessment Programs

This section describes the competency assessment programs of the B+ states by discussing 1) the authority upon which the programs are based; 2) the time allotted for program planning, development, and implementation; 3) the status of the various programs as of December 31, 1977; and 4) the nature of program staffing. Responses from which the program descriptions were developed are presented in Tables 1 through 4.

Table 1 indicates that competency assessment programs in the B+ states have an authority base which is primarily associated with the state boards of education.

Table 1. Authority Base for Competency Programs

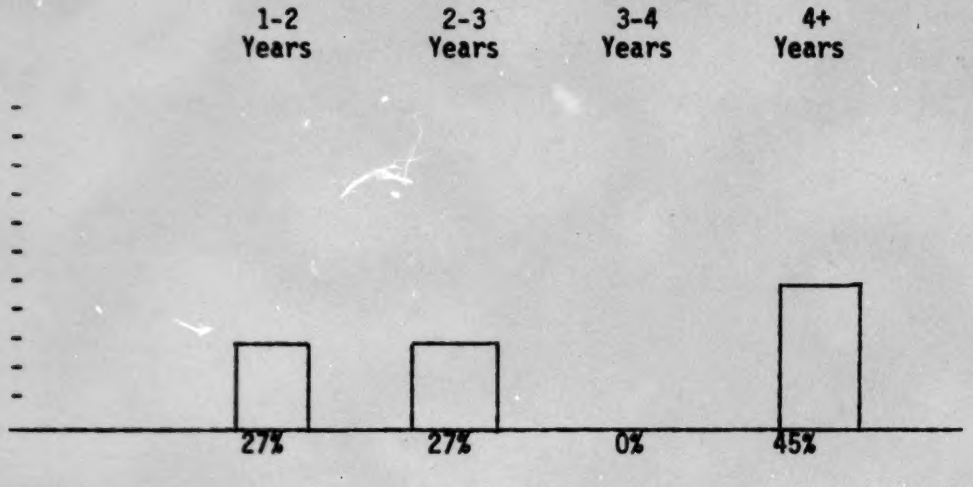


Whether this comes about directly as a state board mandate or as a reaction to the intent of the state's legislature, it appears that state boards are taking the initiative in responding to demands for results oriented education. Generally

this is at variance with the popular notion that state legislatures across the country are getting into the educational "act". While it may be true that debate of public education's purposes is taking place in legislative chambers, statewide response to perceived educational deficiencies is being initiated by state education agencies.

Time allotted for planning, development, and implementation of competency assessment programs in the B+ states varies as Table 2 indicates.

Table 2. Time for Planning, Development, and Implementation

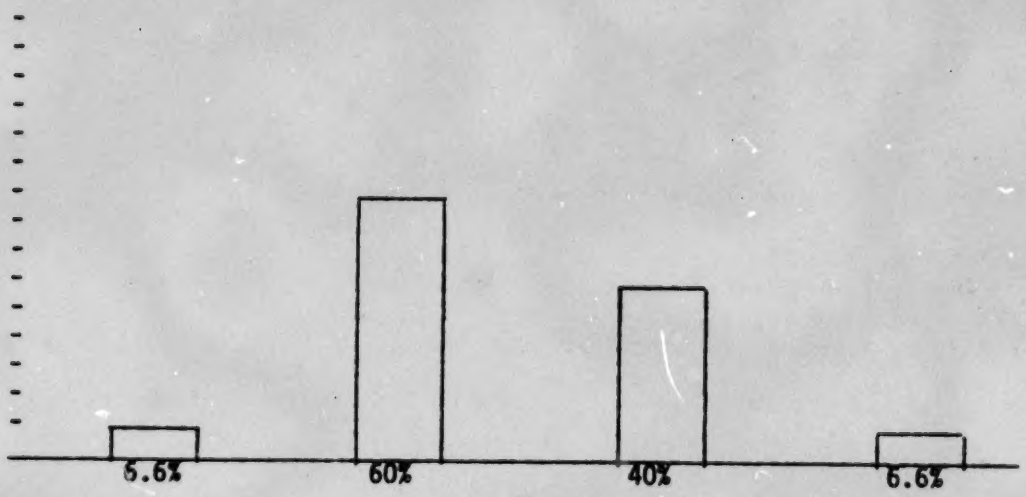


Only five states are allotting four or more years to these activities, while other respondents are allotting three years or less or have already begun to implement their programs. Given the vigor of public outcry and the seriousness of the issue with respect to life-related competencies, the question arises, are the B+ states giving themselves sufficient time for planning, development, and implementation? And, given the time frame reported by respondents, will these B+ programs have the chance to make real impact on schooling?

The status of competency assessment programs in the B+ states is such that there is little information yet available as to whether they are effective responses to the demand for improved educational performance and greater public accountability.

As Table 3 indicates the movement is still a new one with two-thirds of the B+ states in the developmental phase and one-third at some stage of implementation.

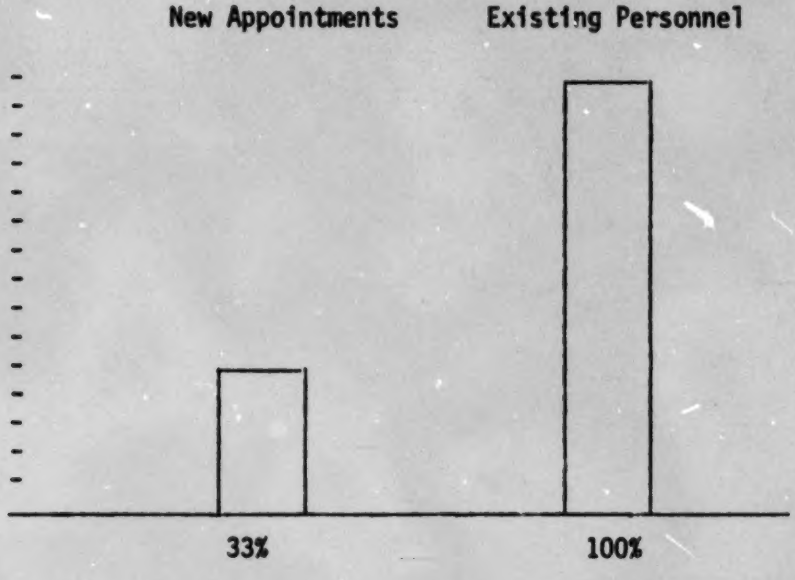
Table 3. Status of Competency Programs: December 31, 1977



Responses indicate a need to conduct additional surveys to define the phases: planning, development, implementation, and evaluation with greater clarity. Until implementation is widespread among the B+ states, much of what appears now to be occurring must be viewed as tentative.

All the B+ states have drawn upon existing personnel to develop staff for their competency assessment programs.

Table 4. Staffing for Competency Project Teams



In only one third of the states have new personnel been added and in these states new individuals apparently do not replace or supplant existing personnel. From this it may be inferred that competency assessment in the B+ states is not an occasion for a sweeping turnover of leadership to CBE technicians or other "outside" experts. Rather, assimilation of the strategies of competency assessment by ongoing units and personnel seems to be the mode.

II. Procedures for Generating Competencies

In this section procedures for generating competencies in the B+ states are broadly defined to include (1) activities by which competencies were identified, and (2) procedures by which competencies were validated or confirmed as appropriate goals of instruction. Responses from the states are arrayed in two tables: Table 5. Groups Participating in Competency Identification and Table 6. Groups Responsible for Validating Specific Competencies.

Table 5. Groups Participating In Competency Identification

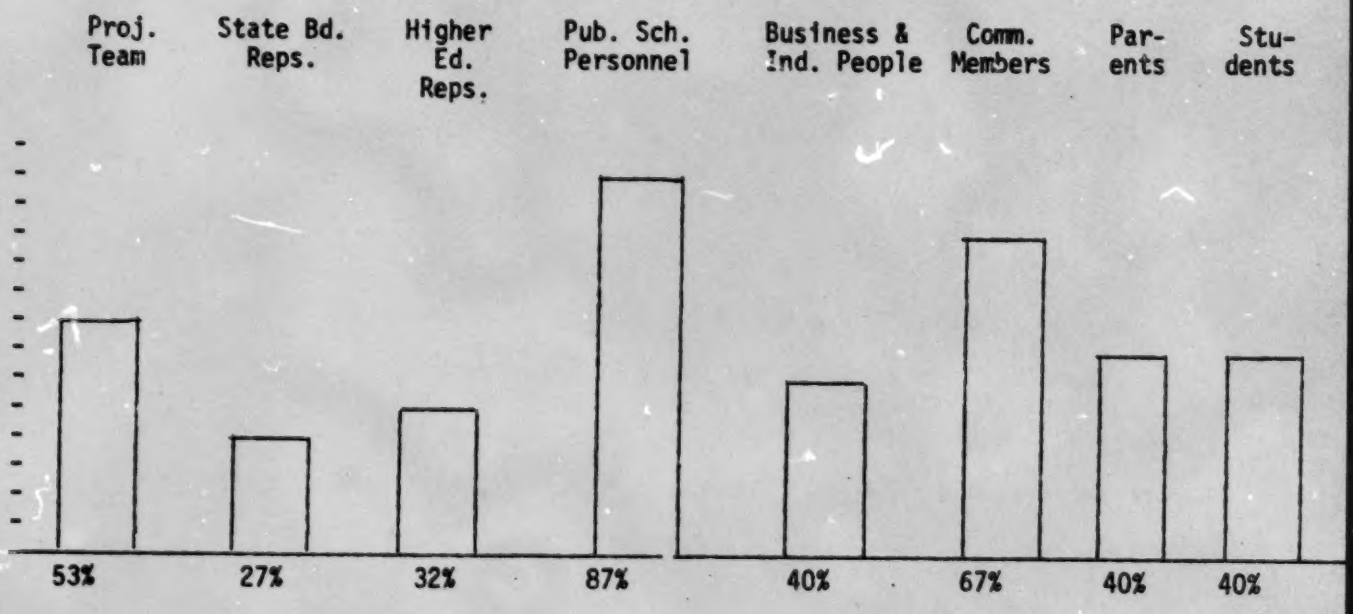
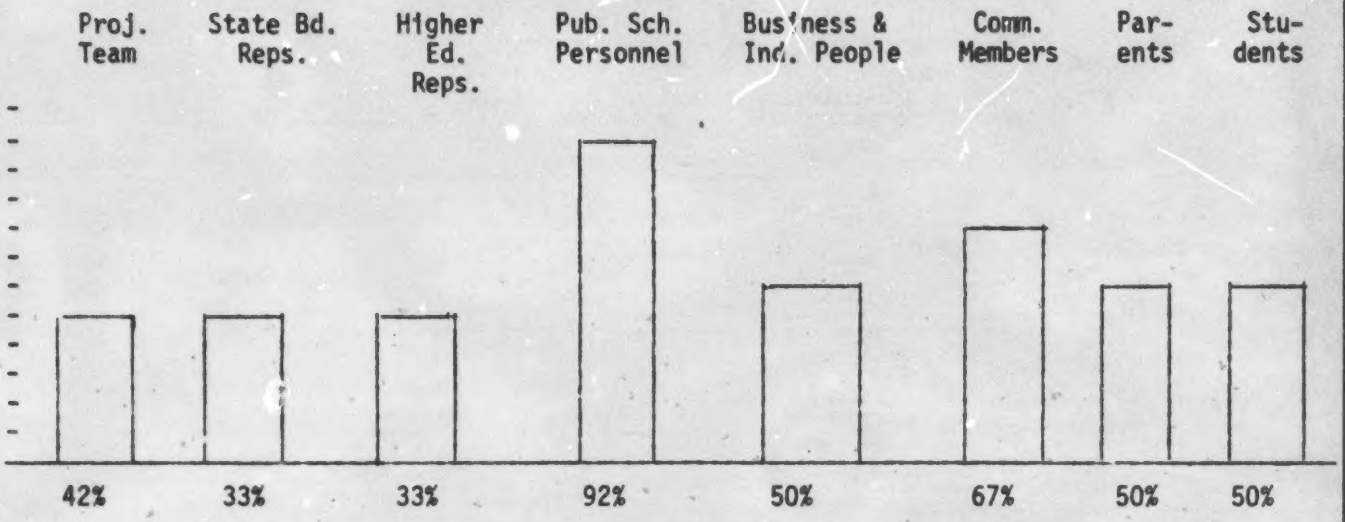


Table 6. Groups Responsible for Validating Specific Competencies



The profiles for participation of groups in the identification and validation processes are quite similar. In both cases groups most frequently involved were those of a more public or general character. Public school personnel and community members were at least twice as likely to be participating in either process than were higher education or state board of education representatives. Groups from business and industry, parents and students were participants in generation and validation of competencies in about half of the states surveyed.

From this information it appears that the sources of the competencies in B+ states are the many groups making up a pluralistic society. The groups most frequently involved in generation and validation are those with the most direct links to the school as a social institution. The B+ states have turned to taxpayers and teachers, in effect, as they respond to the push to develop results-oriented, life-related goals for instruction. Groups who will see

the direct effects of the competencies--parents, students, and business and industry--did participate in both processes to a moderate degree, but less so than did the general community. These groups are more specifically defined than are public school personnel and the general community. Higher education and state boards of education can be seen as quite specialized in character and participated least frequently in identification and validation procedures.

Within each of the profiles, the level of participation of the project team varies. As Table 5 indicates, project teams participated in identification activities in over sixty percent of the instances, while validation activities (Table 6) participation dropped to a frequency of forty-five percent. That the participation of the project teams, and other specialists, is not greater in both identification and validation activities again strongly suggests a wide-ranging community consensus supporting competency programs in the B+ states. Project teams are apparently not defining themselves as sole experts with respect to competency development but are including many other groups in these efforts and are playing leadership roles as professional educators.

III. Development of Assessment Strategies

This section discusses the B+ states' development of assessment strategies which reveal whether students have mastered the identified competencies and procedures for the certification of mastery. States surveyed reported on six aspects of assessment development: 1) groups which identified assessment strategies, 2) groups which validated assessment strategies, 3) types of instruments used to assess competencies, 4) formats used to assess student outcomes, 5) certifiers of competencies, and 6) bases of graduation requirements. State responses relating to each of these aspects of assessment development are arrayed in Tables 7 through 12.

The patterns of the participation of groups in the assessment identification and validation procedures are displayed in Tables 7 and 8.

Table 7. Groups Which Identified/Developed Assessment Strategies

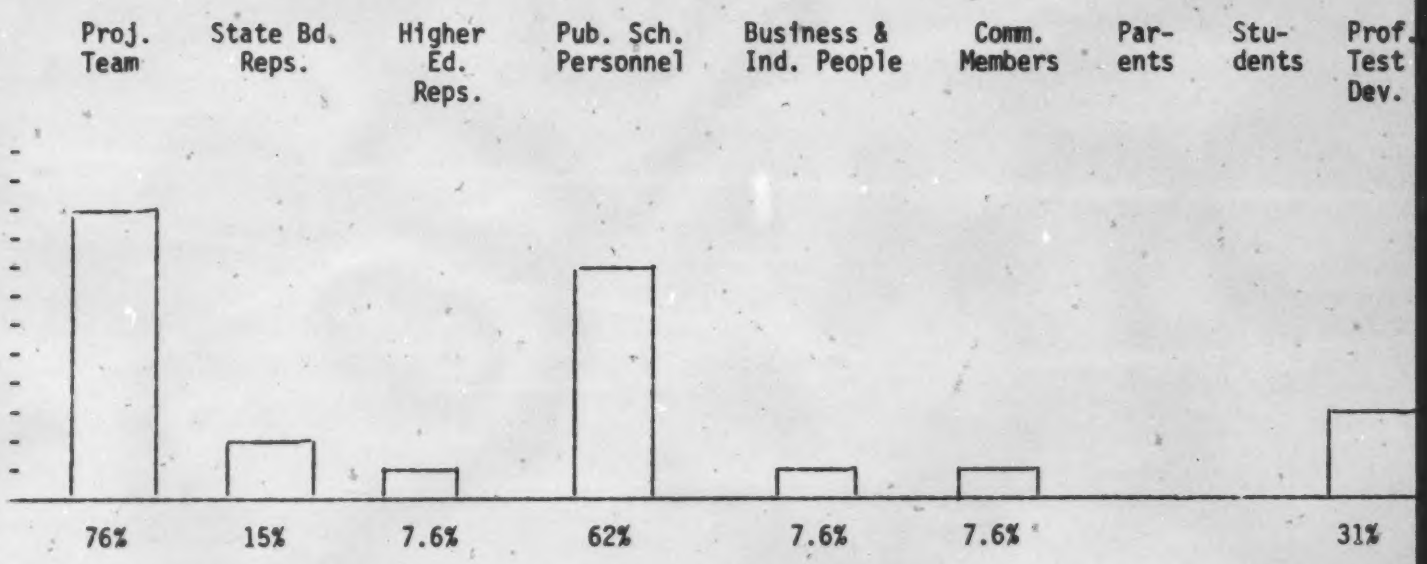
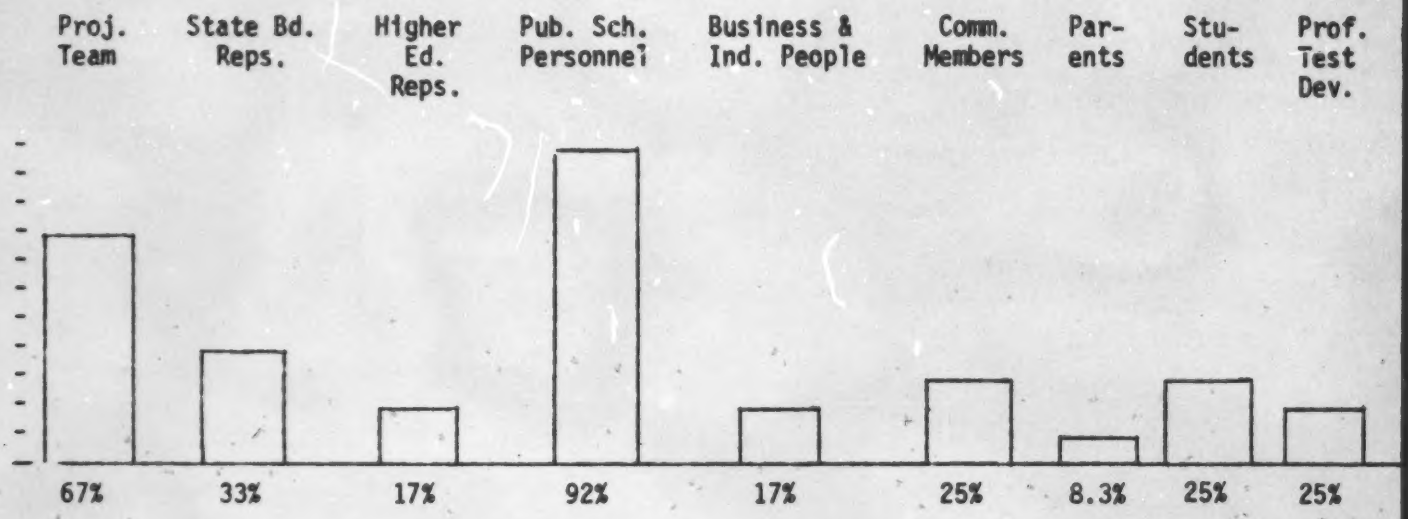


Table 8. Groups Which Validated Assessment Strategies



A comparison of the participation of groups in the assessment identification and validation procedures indicates that these were activities in which the project team together with public school personnel played major roles. During the assessment identification and development phase, the project team was somewhat more likely to be involved, occasionally with the assistance of a professional test developer or higher education representatives, but never supplanted by either. Public school personnel were involved in assessment development nearly twice as often as were professional test developers. In each of the three instances where the project team did not participate in assessment development, public school personnel did participate. This pattern persisted during the assessment validation phase with the balance shifting slightly so that public school personnel were more likely to participate in validation than the project team. Over half the responding states reported the project team and public school personnel together engaging in the validation of assessments.

Again, participation by professional test developers and higher education representatives appears minimal and never supplants project team or school personnel participation.

The participation of other groups is more frequent during validation than during assessment identification. Taken together, these groups: business, community, parents, and students indicate an increased involvement of non-school personnel in the validation phase over similar involvement of non-school personnel in the development phase. State board of education involvement also increases during the assessment validation phase.

It appears that the B+ states view the development and validation of assessments for identified competencies as a school-based function. From this assumption three inferences may be drawn. First, non-school personnel play a part at the validation stage in order to confirm what has been proposed. Increased participation of non-school personnel, combined with increased participation of board of education representatives during assessment validation, may indicate that when groups other than the project team and on-line school personnel take part, it is to gain public approval for the assessments.

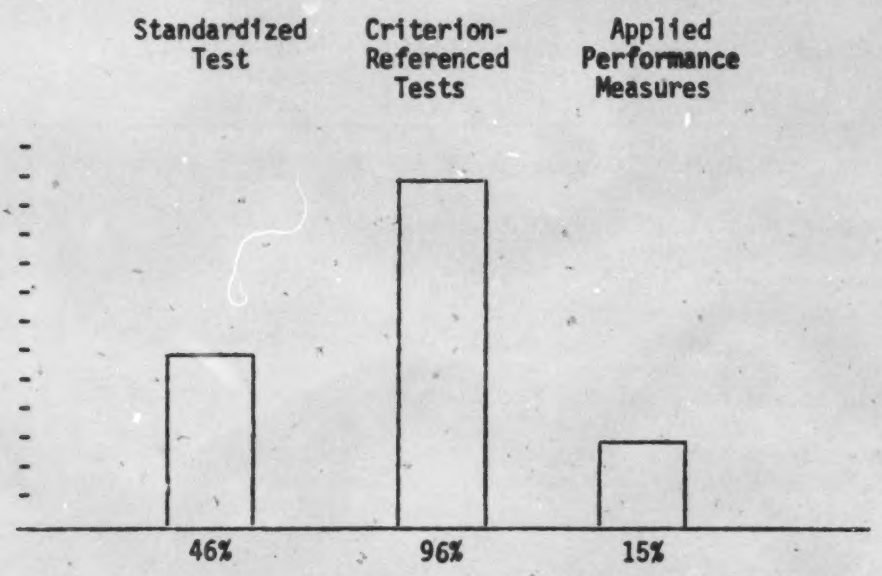
Second, in spite of the general notion that competencies themselves are life-skills oriented; the individuals and groups external to the school, who daily demonstrate life-skills, are not being asked to develop assessments to measure whether students have acquired life-related competencies. This puts into question the degree to which competency programs in the B+ states are new and different from traditional schooling programs.

Third, the low level of participation in both assessment development and assessment validation of "expert" groups such as higher education and professional test developers may indicate an important shift away from traditional ways of measuring student outcomes. The question arises, can project teams and public

school personnel, alone or together, develop valid and reliable measures of identified competencies?

As Table 9 indicates, there is a clear preference in the B+ states for criterion-referenced testing of competencies.

Table 9. Instruments Used to Assess Competencies



Discounting states in which local option prevails, over 90 percent of respondents report use of criterion-referenced tests to assess competency acquisition. Fifty percent of the time, standardized tests are used in conjunction with criterion-referenced tests, but in no case are standardized tests used alone. In fifty percent of the responding states, however, criterion-referenced tests are used for assessment without the support of standardized tests. Three states report use of applied performance measures in conjunction with either standardized or criterion-referenced tests or both.

Several inferences may be drawn from these responses. The clear preference for criterion-referenced testing probably indicates a desire to couch assessment in terms of the attainment of specific instructional objectives rather than, or in

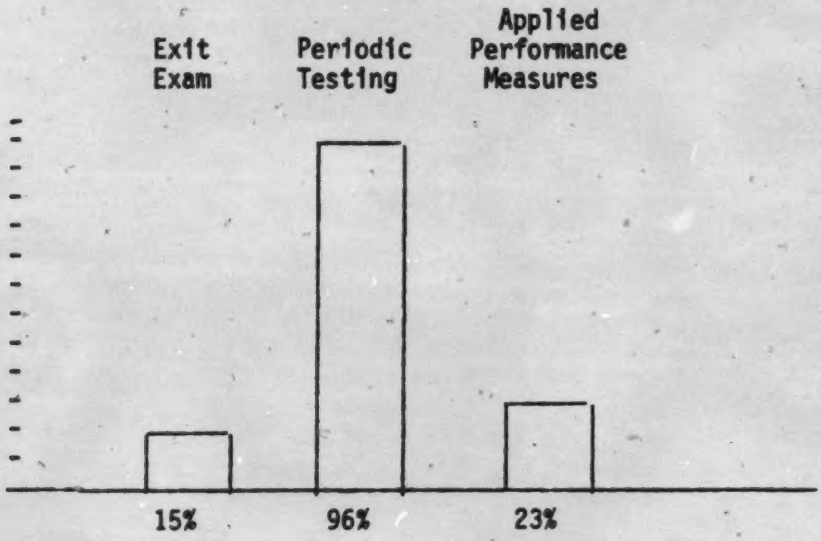
addition to, the more general comparative kinds of constructs assessed by standardized tests. This is consistent with the outcome orientation of competency-based education.

Applied performance testing is rarely used and this is not consistent with the outcome orientation of competency-based education. There appears to be continued confidence in the B+ states in the efficacy of cognitive tests as predictors of competency acquisition.

Again questions arise. Will student performance on criterion-referenced tests predict acquisition of life-related competencies with greater or lesser validity and reliability than standardized tests have heretofore? Will criterion-referenced testing begin to ameliorate the life-related deficiencies which gave rise to the movement for competency-based education in the first place, or will these test further compound the complexity of the problem?

Periodic testing of students is the preferred mode in over ninety percent of the B+ states.

Table 10. Mode for Testing Student Outcomes

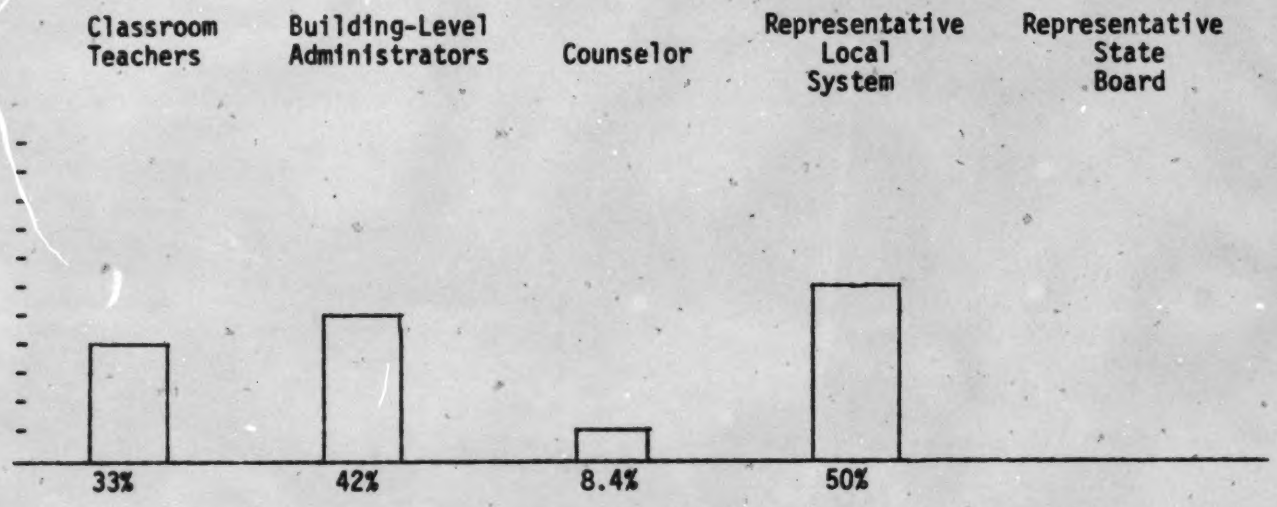


Responses to this aspect of assessment development again indicate a clear pattern. Only two states report the use of exit exams and both of those apparently use this exam as a culmination to periodic testing. Applied performance testing alone is reported by only one state and the two other states using applied performance testing are using it in conjunction with periodic testing.

It may be suggested that the actual application of testing in the B+ states is designed to support both the improvement of instruction and educational accountability. Periodic testing permits opportunities to design and deliver remediation while at the same time providing evidence of the rate and degree of competency acquisition. Once again, the value of this evidence is dependent upon the validity and reliability of the assessments used.

Traditionally, it is the classroom teacher, through the assignment of grades, who ultimately certifies that a student has acquired the outcomes of instruction. As Table 11 indicates, this is not the case in the intended certification of competencies within the B+ states.

Table 11. Certifiers of Competencies



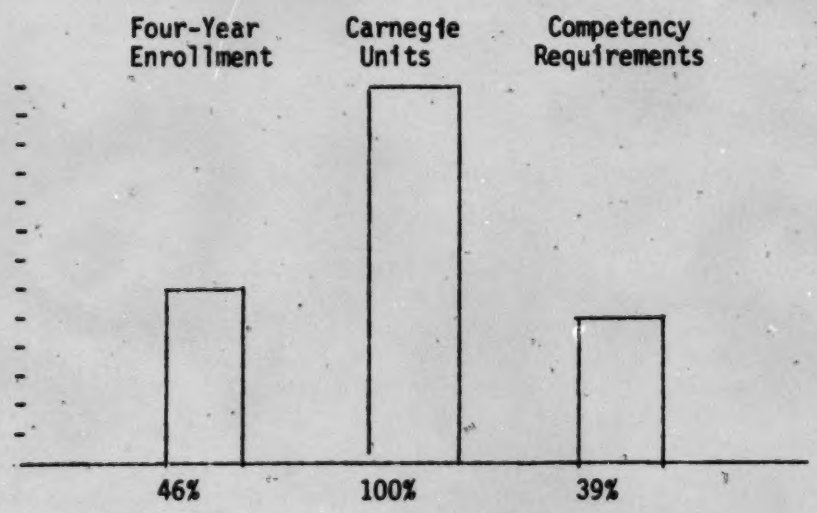
The preferred mode appears to be certification by someone at a level just above that of teacher--either a building level administrator or a representative of the central office of the local system. Counselors are reported as certifiers by one one state.

Given this perspective, teachers may be justified in perceiving the kinds of competency-based education going on in the B+ states as having potential for teacher monitoring and evaluation. This high level of administrative and central office involvement however, is consistent with public concerns for instructional and programmatic accountability.

No state reported the use of non-school personnel as certifiers of competency. Again this poses questions when taken in conjunction with the life-related orientation generally attributed to competency-based education. What are the relationships between competency certification by non-school personnel and student acquisition of the competencies?

Table 12 indicates that in the B+ states the Carnegie unit is alive and well.

Table 12. Bases for Graduation Requirements



Competency acquisition has been added to the Carnegie unit as a graduation requirement in five of the B+ states, but in no state does this take the place of Carnegie units. Four-year enrollment is required in half of the states responding, again in conjunction with the Carnegie unit, but apparently is not sufficient alone.

This information suggests that competency-based education, even in the B+ states is being assimilated into the existing instructional delivery system. The Carnegie unit is predicated upon a traditional course-of-instruction framework and indications are that this framework remains intact in the B+ states.

There does not appear to be a wholesale move to tie competency requirements to graduation in the B+ states. Where such a tie exists, it is in addition to, not in place of, existing requirements. It is not possible to state from the information received whether or not compilation of sufficient Carnegie units for graduation will generally result in concurrent competency acquisition. Perhaps students who "pass" their courses will acquire the identified competencies as a concommitant outcome. Perhaps, however, students will pass courses and not acquire competencies, or will acquire competencies without passing sufficient courses. This has posed a knotty problem from the outset of the competency-based education movement and will continue to do so in those states where both Carnegie units and competencies are linked to graduation.

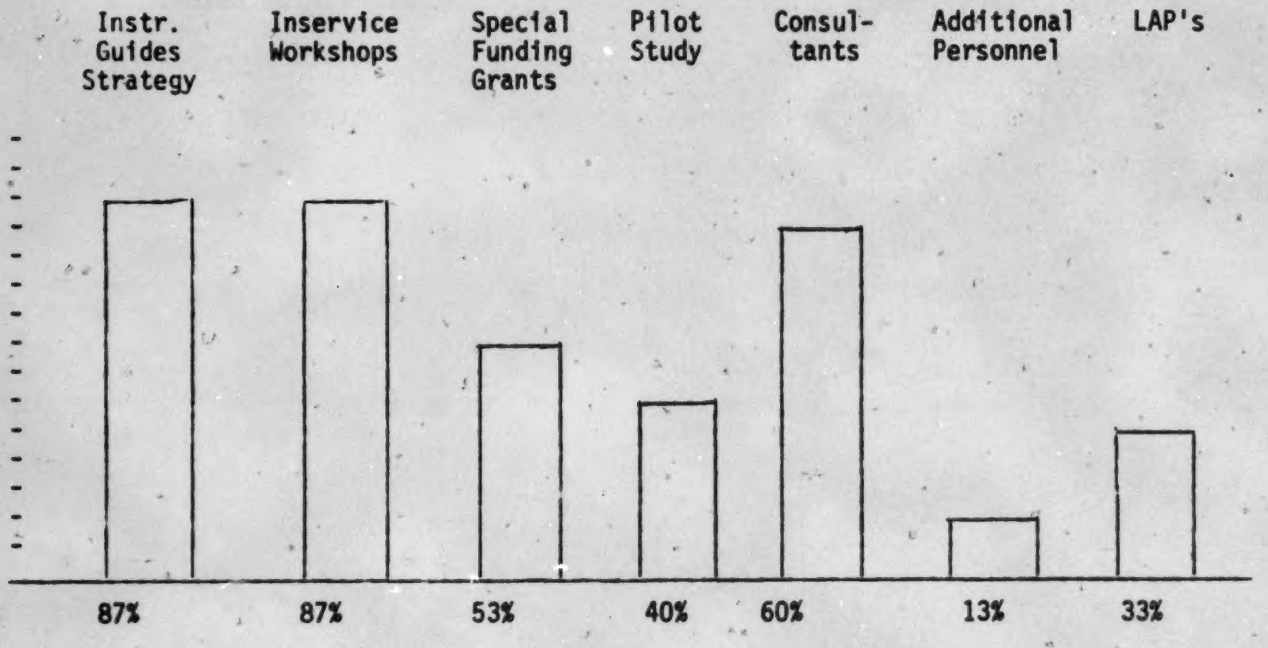
The fact that four-year enrollment is required for graduation in only fifty percent of the responding B+ states may indicate some movement toward goal-based rather than time-based education for students. This is consistent with the thrust of competency-based education and indicates that in the case of the Carnegie units, as well as with respect to competency acquisition, there is potential for alternative instructional approaches.

IV. Development of Instructional and Inservice Support

This section describes the instructional and inservice support for teachers developed as part of competency assessment programs in the B+ states. Included in the discussion are: 1) the kinds of support provided, 2) groups participating in designing the support system, 3) the manner in which support products were field tested, and 4) the integration of state competency objectives with existing local curriculum. Tables 13-16 present this information.

A wide range of strategies is being employed by the B+ states to provide instructional and inservice support to teachers in local education agencies.

Table 13. Nature of Instructional and Inservice Support Provided



Instructional guides, workshops for teachers, and the use of consultants are favored in these states; learning activity packets and pilot studies are used to a moderate degree. In well over fifty percent of the B+ states special funding grants are provided but generally there is little money appropriated for the hiring of additional personnel. By and large, a multi-faceted approach to

support is favored with sixty percent of these states employing four or more strategies and eighty-percent employing three or more strategies.

From this information two conclusions may be drawn. First, instructional and inservice support is varied and person-centered. This may be seen as a good indication of the seriousness of the B+ states in translating what are essentially state level objectives into active implementation at the local level. Second, the intensity and comprehensiveness of the support may be interpreted as intention on the part of B+ states to move actively toward leadership in the development of local curriculum and instruction. These states appear to be moving beyond the setting of guidelines and objectives.

Table 14 indicates the design of instructional and inservice support is largely an in-house activity. State boards of education in the B+ states either through the project teams or through other agency representatives are involved in support design in all cases. School personnel are also involved over sixty percent of the time. When taken as a group, non-school personnel (business, community, parents, and students) are participating in the support process in fifty percent of these states. Higher education representatives have very low participation in these activities.

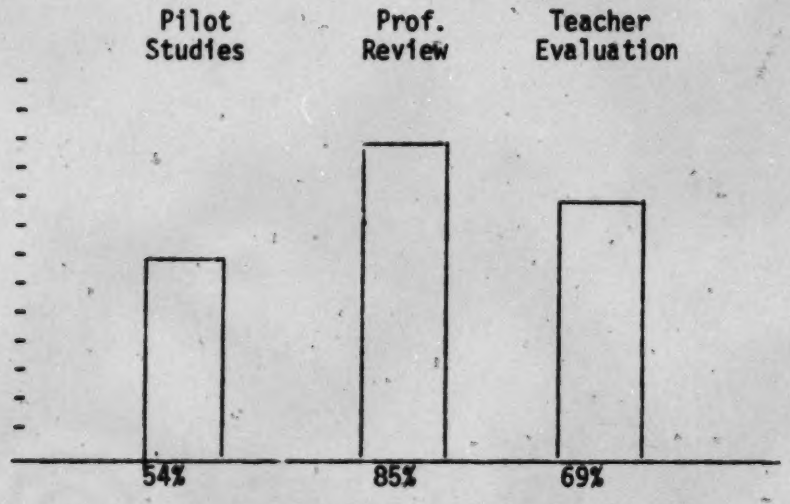
Table 14. Groups Designing Instruction and Inservice Support

Proj. Team	State Bd. Reps.	Higher Ed. Reps.	Pub. Sch. Personnel	Business & Ind. People	Comm. Members	Par-ents	Stu-dents
64%	50%	7.1%	64%	7.1%	14%	14%	14%

It is not surprising that those who initiate and deliver these statewide competency programs are heavily involved in the design of instructional and inservice support. The low level of involvement of the higher education community is surprising however, when the traditional association of higher education with teacher education and inservice is recalled. Perhaps, however, higher education is being less called upon in the B+ states because the competency movement is perceived there as more fundamental in character than previous vogues in curriculum and instruction. The curriculum projects of the 1960's were often heavily grounded in learning theory and, as such, were interpreted to teachers through higher education channels. The competency movement, grounded as it is in life-related education may not be perceived as demanding so much of the expert, learning-theory approach characteristically associated with higher education. If this is the case, there are many implications for both the higher education community and that of public education which need to be discussed and considered.

Table 15 indicates that nearly fifty percent of the B+ states are submitting instructional and inservice support products to formal field testing but that professional and teacher review of these products seems to be the preferred mode for product evaluation.

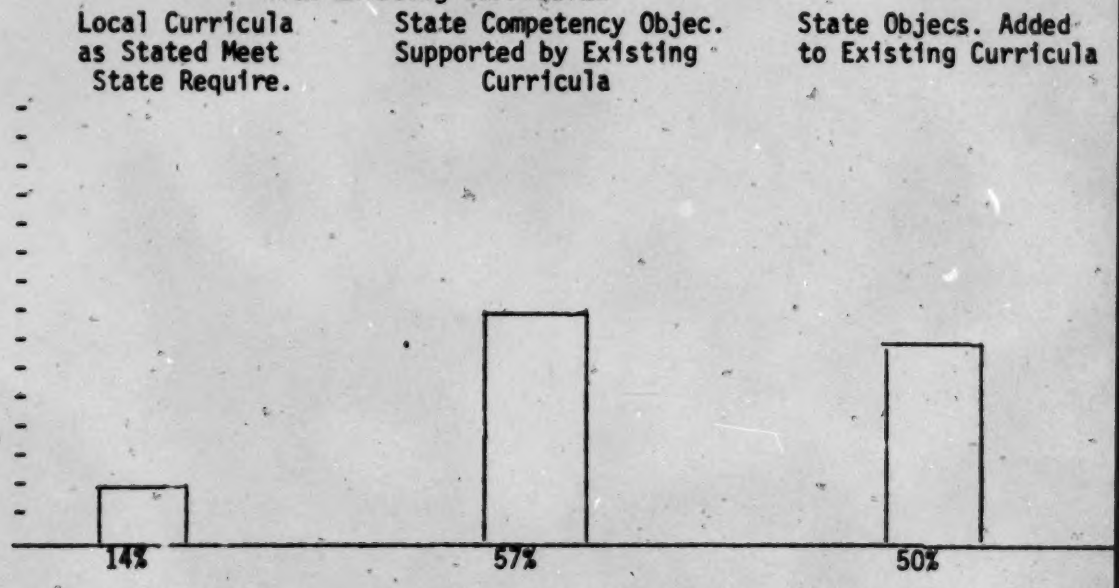
Table 15. Product Evaluation Mode



Again, this may indicate that the B+ states perceive their instructional and inservice support products as more practical and less theoretical in nature, products which do not therefore need to be evaluated in terms of strict research models. This is consistent with a kind of common-sense flavor that characterizes the competency movement generally but does call attention to an important question. If instruction for life-related competencies is generally a straightforward, no frills kind of teaching, and if state education agencies are allocating resources to inservice for this kind of teaching, does such inservice work? In other words, will this inservice efficiently assist teachers helping students acquire competencies, or could teachers do life-related teaching just as well without inservice and instructional support?

Table 16 reveals a strong tendency for competency requirements to either already exist or be supported by present curriculum in the B+ states. The movement does have, however, an add-on aspect in that nearly fifty-percent of these states are identifying competency objectives above and beyond what now exists.

Table 16. Integration of State Competency Requirements With Existing Curriculum



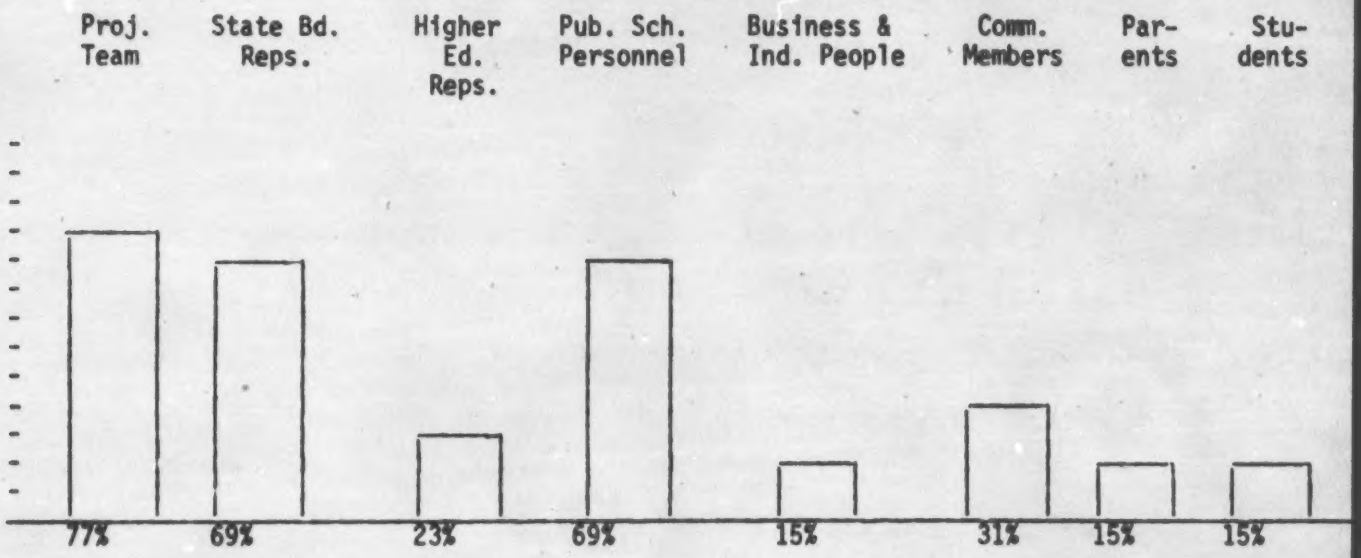
From the point of view of teachers the trend toward expanding curriculum objectives has been accelerating overwhelmingly during the past several years. It may be suggested that implementation of competency requirements will be easier and more successful in those states where teachers perceive a natural integration of competency requirements and the existing curriculum; more difficult in those states where competency requirements are perceived as significant additions to the curriculum.

V. Implementation of Competency Requirement

This section describes 1) competency program implementation in the B+ states, and 2) the location of certification records. Tables 17 and 18 present information about these two aspects of implementation.

As in the case of instructional and inservice support design, leadership in the design of implementation procedures is clearly in the hands of the state education agency. Here, however, there is a marked increase in the participation of all other groups.

Table 17. Participants in the Design of Implementation Procedures



The community, whether as an identified group or as subgroups of students, parents, and business representatives, is participating in the design of implementation in two-thirds of the B+ states. This appears to indicate a closing of the loop so that these states are responding at the conclusion of program development to the original concerns underlying the competency movement: educational accountability and instructional improvement.

Records of competency certification in the B+ states will be housed both locally and at the state level.

Table 18. Location of Certification Records

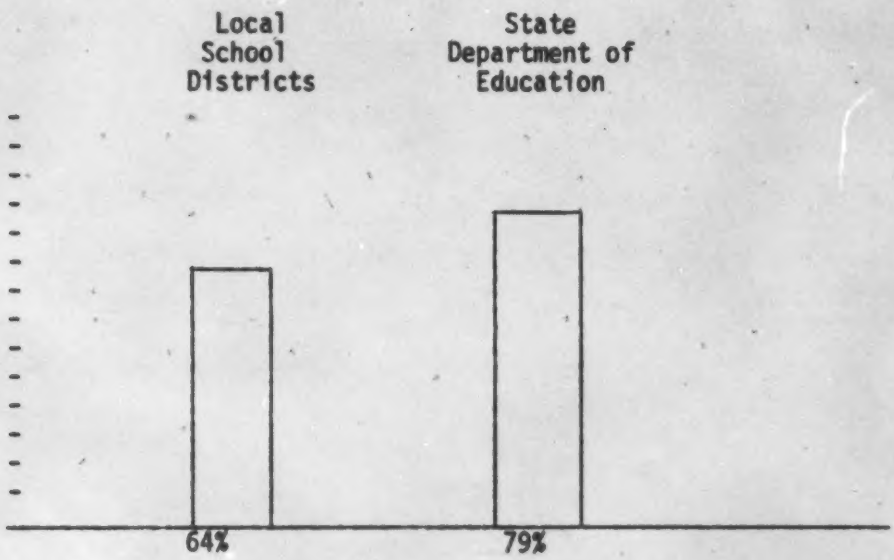


Table 18 suggests a tendency to house these records at a central state location. In spite of the fact that there is much verbalization of the importance of local option throughout the planning, development, and implementation of competency assessment programs in the B+ states, the predominant housing of records in state central locations earmarks the movement as a state movement. Educational outcomes in these states are a matter of state concern and state record. This information presages a clear potential for acceleration in the shift of educational control from local to state agencies.

Summary

Based upon the premise that states which are moving to assess competencies beyond the traditional basics are most representative of the national interest in education of life-related competencies, Maryland's Project Basic conducted a study of competency assessment programs in fifteen such states. The study had three purposes:

To identify those states moving to the assessment of life-related competencies beyond the basics,

To describe ways in which these states are developing programs for assessing competencies beyond the basics, and

To discuss similarities among these states' programs for assessing competencies beyond the basics.

Findings of the study included the following:

These programs have an authority base in state board of education action rather than in action by state legislatures.

Time for planning and implementation is usually less than four years and the majority of states surveyed are still in the planning phase of these programs.

Existing personnel are supervising the overall design of these programs without major additions of new personnel.

Competencies are being identified by the public and the schools themselves in response to leadership efforts by state program developers.

Competency requirements will be added to existing Carnegie unit graduation requirements but will not generally stand alone as graduation requirements.

Instructional and inservice support is multi-faceted and designed and delivered by state program developers and the schools themselves, rather than by higher education.

Assessments are being developed primarily by state program developers and the public schools and are being validated or confirmed by the public as well as by schools and the developers.

Assessments are being designed as criterion-referenced tests by state program developers and the public schools with little input from higher education and professional test developers.

Certification of competency mastery will be the responsibility of administrators above the level of the classroom teacher.

Competency requirements already exist with the curriculum of half of these states, but will be added to present curriculum in the other half.

Implementation designs are being developed by the schools and groups within the general public in response to leadership by state program developers.

Questions raised by the study include the following:

Is sufficient time being given for the development and implementation of these programs which intend statewide assessment of instructional outcomes beyond traditional objectives in reading, writing, and calculating?

Will assessments which are developed be reliable and valid indicators of mastery of life-related competencies beyond the basics?

Will teachers perceive these programs as potential monitoring strategies and overwhelming add-ons to existing curricular and instructional demands?

Is the quantity and quality of inservice and instructional support consistent with teacher inservice needs?

Are the assessment programs within these states facilitating competency-based education for life-role survival skills, or are they facilitating the instruction and assessment of school skills using the technology of performance objectives and criterion-referenced testing?

To what degree will these programs increase state control over local education agency policy and action?

APPENDIX A

DAVID W HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

Dear

As an administrator for Maryland's Project Basic, I am preparing a state-of-the-art report which will summarize the current status of those educational programs in the United States which plan state-wide assessment of specified student outcomes. At this point in time well over thirty states are at some stage of development with respect to the assessment of specified student outcomes. Within this national thrust, however, there is a wide range of programs. The paper which I am developing seeks to categorize that range of programs into two broad groups: those which focus on student attainment of the traditional basic skills (typically reading, writing and computation); and those which expand the definition of basic skills to include such areas as consumerism, citizenship, work, and so forth. Once programs across the country have been placed into these two categories, the second group--those which focus on student outcomes in areas beyond the traditional basic skills--will be described in detail.

It would be of great help to me if you would direct an appropriate member of your department to complete and return the enclosed questionnaire. When the results of this questionnaire have been compiled and the state-of-the-art report completed, it will be available to you and to members of your department upon request.

Thank you for your assistance in gathering this information which may prove to be useful in our educational endeavors.

Sincerely,

Florence Fay Pritchard, PhD
Administrator, Project Basic
Maryland State Department of Education

FFP/kak

Enclosures

_____
(State)

Please complete the following questionnaire in terms of what has happened in your state as of December 30, 1977.

1. Does your state have a plan or program to assess specified student educational outcomes? _____ yes _____ no

2. How will these student outcomes be certified?
   _____ through statewide assessment
   _____ at local discretion

3. Upon what action or mandates is this project based?
   _____ State Legislation _____ State Board of Education action
   _____ Other

4. In what areas will student outcomes be assessed?
   _____ Reading
   _____ Writing
   _____ Computation

   Other? (Please specify beside blanks below)
   _____ _____
   _____ _____
   _____ _____

5. Will assessment of student outcomes be linked to graduation?
   _____ yes _____ no

6. How will the attainment of student outcomes be linked to graduation? (check more than one space if necessary)

   _____ attainment as a graduation requirement
   _____ attainment as a graduation prerequisite
   _____ other, (please specify)

7. What format will be used for assessment of student outcomes?
   _____ exit exam
   _____ periodic testing or checkoff (as over K-12 span--please specify)

8. Who directs this project in your state? _____
   (name)

   _____
   (position/title)

Comments:

APPENDIX B

	State Plan To Assess Outcomes		Outcomes Certified		Mandate			Assessment Areas				Assess. Linked To Grad?		How Link Assess. To Graduation?			Format		
	Y	N	State/Local	Leg.	St. Dept. of Ed.	Other	RD	WG	CCM	Other		Y	N	Req.	Pre.	Other	Exit	Per. Test Checkoff	Other
1. Alabama	Study Group	X			X		X	X	X			X		X			X	X	
2. Alaska																			
3. Arizona	X			X	X	X	X	X	X			X							
4. Arkansas		X																	
5. California	X		X	X	X		X	X	X			X	X	?	?			X	
6. Colorado		X	Local Districts Have Such Plans																
7. Connecticut	X		X		X		X	X	X	Science, Career Ed., Citizenship			X						Sample NAEP
8. Delaware	X		X			X	X	X	X	Prob. Solving, Comm. Resources,			X					X	
9. District of Columbia	X		Unknown			X	X	X	X	English, Science, Future: All Subs.			X	Un	known			X	
10. Florida	X		X	X	X		X	X	X	Functional Literacy, Consumerism		X			X			X	1
11. Georgia	X			X		X	X	X	X	Consumer, Citizenship, Producer		X		X				X	1
12. Hawaii	X		X			X	X	X	X	Prob. Solving Decision-Making Inv. In Learn. Career Ed, Phy./Emot. Health,		X		X	X		X	X	1
13. Idaho	X		X Local Option			X	X	X	X	Phil., Values, Citizen. Math		X				Seal on dipl.	Sample		Grade9 1
14. Illinois	X		Not Certified					X		Citizenship, Energy Issues			X					Sample	1
15. Indiana																			1
16. Iowa	X			X	None												Gr:5/8	Gr:5/8	1
17. Kansas		X X	State Board And Legislature Currently Studying The Broad Area Of Competency-Based Education																1
18. Kentucky	X		X			X	X	X	X				X					X	1
19. Louisana	X		X		X		X	X	X				X					Gr:4/8/11	1
20. Maine	X		X		X		X	X	X				X					Sample-8th All 11th	2
21. Maryland	X		X			X	X	X	X	Citizenship, Survival, Work, Leisure			X		X			X	2
22. Massachusetts	X		X			X	X	X	X	Career Infor., Social Resp., Environ(Sci.,Eco.)Cul.(Hist., Soc. Studies,Sci., Art)			X						2
23. Michigan	X		X		X	X	X	X	X	Art, Music, Health Ed., Pre-Primary Ed.			X			Local Opt.		X	2
24. Minnesota	X			X		X	X	X	X				X			None		Age 9,13,17	2
25. Mississippi	X		X		X		X	X	X			Planning Stage		X				X	2
26. Missouri	X		X	X		X	X	X	X	Economics, Gov't.		Not yet Determined						Ea. gr.1-8	2

	State Plan To Assess Outcomes		Outcomes Certified		Mandate			Assessment Areas				Assess. Linked To Grad?		How Link Assess. To Graduation?			Format			
	Y	N	State	Local	Leg.	St. Dept. of Ed.	Other	RD	WC	COM	Other	Y	N	Req.	Pre.	Other	Exit Exam	Per. Test Checkoff	Other	
Montana	X		X				No Mandate	X		X			X							27
Nebraska	X		X	X		X		X	X	X			X							
Nevada	X		X		X	X		X	X	X		X		X				3-6-9-12		29
New Hampshire		Have 11/79		X		X		X	X	X	Citizen., P.E., Local Add	Local Option		Local Option			X	X		30
New Jersey	X		X		X			X		X			X			Under Inves.				
New Mexico	X		X			X		X	X	X		X				Endorse on Dip.		3-6-9-11		31
New York	X		X			X		X	X	X	Civics, Citizenship, Practical Science and Health	X								
North Carolina																				
North Dakota	X		X	X			X	X		X	Social Studies		X					X		35
Ohio	X		X		X			X	X	X			X							36
Oklahoma	X		No	Cert.			Dept. Research	X					X				X			37
Oregon	X		X	X		X		X	X	X	Soc. Proc., Health, Citizen., Consumer Ed., Career	Local Level	X	Local				9-12		38
Pennsylvania	X		X	X		X				Not	determined	X						X		39
Rhode Island	X		X		X	X		X	X	X			At pres.					X		40
South Carolina																				41
South Dakota	X			X			X	X	X	X	Science, Social Studies		X			Ind. Cur.Imp.		3-6-9		42
Tennessee	X		X			X		X	X	X		X		X			X	X		43
Texas	X		X		X	X	X	X	X	X	Citizenship		X					St. Tests Ov.Rg. of Gr. Level		44
Utah	X		Asses.	Funct. Comp.	X	X		X	X	X	Survival Skills - Local		unclr.							45
Vermont	X		Comp.	Asses Comp.		X		X	X	X	Speaking, Reasoning, Listening	X		X						
Virginia	X			X	X	X		X	X	X	History of U.S., U.S. Gov't., Ec. Sys.,Abil.-H.Ed./Employ. All Subs./Course Work Offered By District.	Comp.	Basic Asses.	Comp.		Comp.		Mastery. Several times more than 1 Comp.		46
Washington	X			X	X								X					Annual Assessment		47
West Virginia		X																		48
Wisconsin	X		X		X						Basic sub. in S118.01-Eval. Program Effectiveness		X					Local Option		49
Wyoming	X			X		X		X	X	X	Free Enterprise	X		X	X					50
Guam	X		X		X			X	X	X			X					X		51
Virgin Islands		X																		52
																				53

APPENDIX C

STATE-OF-THE-ART SURVEY RESPONDENTS

District of Columbia

Florida

Georgia

Idaho

Maryland

Michigan

Missouri

Montana

New York

Oregon

Pennsylvania

South Dakota

Texas

Washington

Wyoming

APPENDIX D

Dear

Thank you for continuing to work with us as we develop a summary state of the art report on those states which are moving "beyond the basics" in identifying competency outcomes for students. As we indicated on the telephone we are at the point of a second-round survey and would greatly appreciate your completing the enclosed questionnaire and returning it as promptly as possible. Please note that several of the questions need not be completed if you are sending documents which give the information requested.

Any and all documents which you are able to send will be most helpful; please indicate those you are sending on the sheet provided.

Project Basic materials developed to date are being mailed to you as well as a list of other Maryland materials related to the efforts of the Project.

We expect to complete the state of the art report some time during the early summer and will send it to you for review as soon as it is available.

Thank you again for your assistance in this exchange of information.

Sincerely yours,

Florence F. Pritchard, Ph.D.
Administrator, Project Basic

Research Assistants: Patricia Morris
Ronald Reis
Richard Whitford

Enclosure

Please check each document which will be sent to the Maryland State Department of Education, Project Basic. Indicate cost where appropriate.

1. _____ Description of the legal basis for the state's program
2. _____ Specific plans and timelines
3. _____ Status report as of December 31, 1977
4. _____ Procedures for generation of specific competencies
5. _____ Procedures for validation of specific competencies
6. _____ Competency lists
7. _____ Method of staffing the state's project
8. _____ Procedures for development of assessment strategies
9. _____ Sample tests or test items
10. _____ Validity and reliability procedures used with test items
11. _____ Instructional support plans
12. _____ Inservice support plans
13. _____ Plan for statewide implementation

DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE: Please answer each question as completely as possible. Feel free to add additional material you feel may be pertinent.

I. Description of the state's program

A. Upon what action or mandate is this project based?

1. ____ State board action based on state legislative intent
2. ____ State legislation
3. ____ State board of education
4. ____ Other, please specify _____

B. How long are you planning for the development and implementation of this project?

1. ____ 1-2 years
2. ____ 2-3 years
3. ____ 3-4 years
4. ____ Other, please specify _____

C. What is the status of your project as of December 31, 1977?

1. ____ Planning
2. ____ Developmental
3. ____ Implementation
4. ____ Evaluation

D. In what manner was your state's project staffed?

1. ____ New appointments
2. ____ Existing personnel
3. ____ Combination, Please explain _____

_____

II. Procedures for generating the state's competencies (If documents contain this information, you may disregard the questions in this section).

A. What was the composition of your competency generation groups? (Please indicate the number of participants)

1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

B. Who was responsible for validating the specific competencies? (Please indicate the number of participants)

1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

III. Development of the state's assessment strategies (If documents contain this information, you may disregard the questions in this section.)

A. What was the composition of the group(s) which identified or developed the assessment strategies? (Please indicate the number of participants)

1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

B. What type of instrument will be used to assess competency attainment?

1. ____ Standardized test, please specify _____
2. ____ Criterion-referenced test
3. ____ Other, Please specify _____

C. Who was responsible for validating the specific assessment strategies? (Please indicate the number of participants)

1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

D. Check the ones upon which your state's graduation requirements are based.

1. ____ Four-year enrollment
2. ____ Specification of Carnegie units
3. ____ Competency requirements or prerequisites
4. ____ Others, Please specify _____

E. What format is used for assessment of student outcomes?

1. ____ Exit exam
2. ____ Periodic testing
3. ____ Other, Please specify _____

F. Who certifies acquisition of the competencies?

1. ____ Classroom teachers
2. ____ Building level administrator
3. ____ Counselor
4. ____ Representative from the local system
5. ____ Representative from the state board

IV. Development of the state's instructional and inservice support
(If documents contain this information, you may disregard the questions in this section.)

A. In what manner(s) do you provide instructional and inservice support?
1. ____ Instructional guides/strategies
2. ____ Inservice workshops
3. ____ Special funding grants
4. ____ Pilot study
5. ____ Consultants
6. ____ Additional personnel
7. ____ Learning activity packets
8. ____ Other, Please specify _____

B. Who participated in the design of the support systems?
1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

C. In what manner(s) will/have the instructional and inservice products be/been field-checked?
1. ____ Pilot studies
2. ____ Review by professionals
3. ____ Teacher evaluation
4. ____ Other, Please specify _____

D. How will the state's competency requirements be meshed with existing curricula?
1. ____ Local curricula as stated will meet state requirements
2. ____ State competency objectives will be supported by existing local curricula
3. ____ State objectives will be added on to existing curricula

V. Description of the state's implementation procedures

A. Who participated in the design of the implementation procedures? (Please indicate the number of participants from each group)
1. ____ The project team
2. ____ State board of education representatives
3. ____ Higher education representatives
4. ____ Public school personnel
5. ____ Business and industry people
6. ____ Community members
7. ____ Parents
8. ____ Students
9. ____ Others, Please specify _____

B. Who keeps the records of the results of statewide assessment?
   1. ____ Local school districts
   2. ____ State departments of education
   3. ____ Others, Please specify _____

VI. Hypotheses emerging from statewide efforts
   A. List particular research efforts you are/will be pursuing with respect to the competency program.

Please indicate if you would be interested in sending someone to speak about your state's project.

_____ Yes

_____ No

APPENDIX E

SUGGESTED TELEPHONE SCRIPT

I. Brief Explanation of Project Basic

Maryland is in the process of developing competency-based graduation prerequisites. Like your state, Maryland has elected to go beyond the Basics. Students will have to develop and demonstrate competencies in the areas of Survival, Work, Leisure and Citizenship as well as in the traditional Basic Skills. A comprehensive, five-year plan has been developed to guide this effort known as Project Basic.

A part of the comprehensive plan is a summary state of the art report on other states who like Maryland are identifying student competencies in areas beyond the basics. You have received one questionnaire which led us to categorize you as a "B+" or beyond the Basics state and now we would like to send you a second questionnaire to get additional information for our report. We're interested in how you developed your State's approach, in who has or will participate and what kinds of products you see developing from your state efforts. Our second survey gets at this kind of information and we are also requesting that you send us any documents about your effort that will help in preparing the report.

When we have received information from you and the twenty-some other B+ states, we will prepare the report and share it with you. We think that this pool of information will be helpful to all of us as we move ahead. The questionnaire and documents request sheet will go in the mail to you today along with Project Basic Documents which we feel will be of interest to you.

If you have any questions, please contact me here at the Maryland State Department of Education or if I am not available, Dr. Pritchard, Dr. Petre and Dr. Trader of the Project Basic team will be glad to answer questions.

Two further questions: 1) Would there be any possibility of your sending a representative of your project to meet with representatives from Project Basic and representatives from other B+ states (probably next fall)? 2) We are planning a companion report to this one in which we hope to take a look at the leadership strategies which are proving effective in developing programs of this sort. Would you be willing to respond to a second survey in this area?

Thank you for your cooperation.

APPENDIX F

I. Description of the State's Project

A. Basis of Project

STATE	State Board Action Based On Legislative Intent	State Legislation	State Board of Education Mandate
1			X
2		X	
3			X
4			X
5			X
6			X
7			X
8			X
9			X
10			X
11			X
12	X		
13	X		
14	X		
15			X
	3	1	11

B. Time for Planning, Development, Implementation

STATE	1-2 Years	2-3 Years	3-4 Years	4+ Years	Other
1		X			
2		X			
3				X	
4	X				
5				X	
6				X	
7	X				
8					Ongoing
9					test in use
10					Imp.
11				X	
12		X			
13					Imp-6 mos.
14				X	
15	X				
	3	3		5	4

I. Description of the State's Project

C. Status: 31 December 1977

STATE	Planning	Developmental	Implementation	Evaluation
1		X	X	
2			X	
3		X		
4		X		
5		X		
6		X		
7		X		
8			X	
9			X	X
10			X	
11		X		
12		X		
13			X	
14		X		
15	X			
	1	9	6	1

D. Staffing

STATE	New Appointments	Existing Personnel
1		X
2	X	X
3		X
4		X
5	X	X
6		X
7		X
8		X
9		X
10		X
11	X	X
12		X
13	X	X
14	X	X
15		X
	5	15

II. Procedures for Generating State's Competencies

A. Composition of Competency Generation Group

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students
1	X							
2				X				
3				X	X	X	X	X
4	X							
5	X		X	X	X	X	X	X
6	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X
8				X	X	X	X	X
9		X		X				
10				X		X		
11			X	X	X	X	X	X
12	X			X		X		
13	X	X		X		X		
14				X		X		
15	X		X	X				
	8	4	5	13	6	10	6	6

B. Groups Responsible for Validating Specific Competencies

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students
1			X	X	X	X	X	X
2				X				
3								
4			X	X	X	X	X	X
5	X	X	X	X	X	X	X	X
6				X				
7	X	X	X	X	X		X	X
8				X	X	X	X	X
9		X		X				
10				X		X		
11								
12	X			X		X		
13	X	X	X	X	X	X	X	X
14						X		
15								
	5	4	4	11	6	8	6	6

III. Development of State's Assessment Strategies

A. Group which identified/Developed Assessment Strategies

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students	Prof. Test Devel.
1	X			X					X
2		X		X					
3	X			X	X				
4	X								X
5	X		X	X					X
6	X			X					
7	X								X
8	X								
9		X		X					
10	X								
11									
12	X			X		X			
13	X								
14				X					
15									
	10	2	1	8	1	1	0	0	4

B. Instrument Used to Assess Competency Attainment

STATE	Standardized Test	Criterion-Referenced Test	Applied Performance Measures
1	X	X	
2		X	
3	X	X	X
4		X	X
5		X	
6		X	X
7		X	
8	X	X	
9		X	
10	L O C A L O P T I O N		
11			
12	X	X	
13	X	X	
14	L O C A L O P T I O N		
15	X	X	
	6	12	2

III. Development of State's Assessment Strategies

C. Group Which Validated Specific Assessment Strategies

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students	Prof. Test Devel.
1	X			X				X	
2		X		X					
3	X	X		X	X				
4									
5	X		X	X		X		X	X
6	X			X					X
7	X	X	X	X	X	X	X	X	X
8	X			X					
9		X		X					
10				X					
11									
12	X			X		X			
13	X								
14				X					
15									
	8	4	2	11	2	3	1	3	3

D. Basis of Graduation Requirements

STATE	Four-Year Enrollment	Carnegie Units	Competency Requirements
1		X	
2		X	X
3	X	X	X
4		X	
5	X	X	X
6	X	X	
7		X	
8			
9		X	X
10	X	X	X
11			
12		X	
13		X	
14	X	X	
15	X	X	
	6	13	5

III. Development of State's Assessment Strategies

E. Format Used for Assessment of Student Outcomes

STATE	Exit Exam	Periodic Testing	Applied Performance Measures
1	X	X	
2		X	
3			X
4		X	
5		X	X
6			
7		X	
8		X	
9		X	
10	X	X	X
11			
12		X	
13		X	
14		X	
15		X	
	2	12	3

F. Certifiers of Competency

STATE	Classroom Teachers	Building-Level Administrators	Counselor	Representative Local System	Representative State Board
1		X			
2	X				
3	X	X	X	X	
4		X			
5		X			
6				X	
7				X	
8					
9		X			
10	X			X	
11					
12				X	
13					
14				X	
15	X				
	4	5	1	6	

IV. Development of State's Instructional/Inservice Support

A. Provision of Instructional/Inservice Support

STATE	Instr. Guides / Strategy	Inservice Workshops	Special Funding Grants	Pilot Study	Consultants	Additional Personnel	LAPs
1	X	X	X	X	X		X
2					X		X
3	X	X	X	X	X		
4		X			X		
5	X	X	X	X	X		X
6	X						
7	X	X			X		
8	X	X	X		X		X
9	X	X					X
10	X	X	X	X	X		
11	X	X			X	X	
12	X	X	X	X	X		
13	X	X	X	X	X		
14	X	X	X			X	
15	X	X			X		
	13	13	8	6	12	2	5

IV. Development of State's Instructional/Inservice Support

B. Groups Designing Support System

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students
1	X			X			X	X
2		X						
3		X		X				
4	X	X						
5	X		X	X	X	X	X	X
6	X			X				
7	X			X				
8	X	X						
9		X						
10		X		X				
11	X			X				
12	X			X		X		
13		X		X				
14	X							
15								
	9	7	1	8	1	2	2	2

IV. Development of State's Instructional/Inservice Support

C. Manner of Product Field Testing

STATE	Pilot Studies	Prof. Review	Teacher Evaluation
1	X	X	X
2		X	
3	X	X	
4			X
5	X	X	X
6		X	X
7		X	
8			
9		X	X
10	X	X	X
11	X	X	X
12	X		X
13	X	X	X
14		X	
15			
	7	11	9

D. Mesh of State Competency Requirements with Existing Curricula

STATE	Local Curricula as Stated Meet State Require.	State Compt. Objectives Supported by Existing Curricula	State Objectives Added to Existing Curricula
1		X	X
2		X	
3			X
4		X	
5		X	X
6			X
7	X		
8			
9			X
10		X	
11		X	X
12			X
13		X	
14	X		
15		X	
	2	8	7

V. Description of State's Implementation Procedures

A. Participants in Design of Implementation Procedures

STATE	Project Team	State Bd. of Ed. Reps.	Higher Ed. Reps.	Public School Personnel	Business & Industry People	Community Members	Parents	Students
1	X	X	X	X	X	X	X	X
2		X		X				
3		X						
4								
5	X			X				
6	X			X				
7	X	X	X	X	X	X	X	X
8								
9-		X		X				
10	X	X		X				
11	X	X	X	X		X		
12	X			X		X		
13	X	X						
14	X							
15	X	X						
	10	9	3	9	2	4	2	2

B. Location of Certification Records

STATE	Local School Districts	State Department of Education
1	X	
2	X	X
3		X
4	X	X
5	X	X
6		X
7	X	X
8	X	
9	X	X
10	X	
11		
12		X
13		X
14	X	X
15		X
	9	11

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